DOCUMENT RESUME

ED 250 432 UD 023 897

| | |
|---|---|
| AUTHOR | Young, John; And Others |
| TITLE | Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report. |
| INSTITUTION | New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. |
| PUB DATE | Apr 84 |
| GRANT | G008202845 |
| NOTE | 72p.; Published by the O.E.E. Bilingual Education Evaluation Unit. Appendices may be marginally legible due to small or broken print. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Achievement Gains; *Bilingual Education Programs; Career Awareness; Chinese Americans; English (Second Language); Immigrants; Korean Americans; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Staff Development; *Transitional Programs; Vietnamese People |
| IDENTIFIERS | New York (Queens); *Project CAPABLE NY |

ABSTRACT

Project CAPABLE, in its first year of funding, provided instruction in English as a Second Language (ESL) and native language skills, as well as bilingual instruction in science and social studies, to approximately 500 Chinese, Korean, and Vietnamese students in grades 9-12. The program operated at three sites in the New York City borough of Queens: Elmhurst, Long Island City, and Flushing. The project's overall goal was to help students achieve proficiency in English. Upon successful completion of the ESL sequence and bilingual content-area courses, students were considered ready for transfer out of the program. In addition to the instructional services, program activities included academic and personal counseling, career orientation and information, academic evaluation, translation of school materials for parents, and home visits and phone calls. Development activities for staff members, as well as parent participation workshops, were also conducted. Quantitative analyses of student achievement indicated that (1) in English fluency, overall student improvement rates failed to meet program criteria; (2) in English and native language achievement, most program students made significant gains; (3) overall passing rates in science, social studies, and business/vocational courses exceeded program objectives for all language groups; (4) the attendance rate of program students was significantly higher than the average attendance rate of the three high schools. Recommendations focus on materials assessment and development, resource sharing and communication between participants at different high schools, reformulation of program objectives and concurrent assessments of achievement measurement instruments, comparison of program students with mainstream students, and greater staff development. (GC)

NEWTOWN HIGH SCHOOL

PROJECT CAPABLE

1982-1983

# OEE Evaluation Report

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O.E.E. Evaluation Report

April, 1984

Grant Number: G008202845

NEWTOWN HIGH SCHOOL

PROJECT CAPABLE

1982-1983

Principal:
Mathew M. Mandery

Project Director:
Dr. Margaret T. Pan-Loo

O.E.E. Bilingual Education Evaluation Unit
Judith Stern Torres, Manager

Prepared by:
John Young
Margaret H. Scorza
Michael Sica

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

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A SUMMARY OF THE EVALUATION
FOR PROJECT CAPABLE
NEWTOWN HIGH SCHOOL
1982-1983

This program, in its first year of funding, provided instruction in E.S.L. and native language skills, as well as bilingual instruction in science and social studies to approximately 500 Chinese, Korean, and Vietnamese students of limited English proficiency (LEP) in grades nine through twelve. The program operated at three sites in the New York City borough of Queens: the primary resource site at Newtown High School in Elmhurst; William Cullen Bryant High School in Long Island City; and John Bowne High School in Flushing. Although approximately 25 percent of the program students were born in Korea and 25 percent in Vietnam, 60 percent spoke a dialect of Chinese as their native language. The majority of the Vietnamese students were ethnic Chinese, thus accounting for the high percentage of Chinese speakers. The educational backgrounds of program students varied widely.

The project's overall goal was to help students achieve proficiency in English. Upon successful completion of the E.S.L. sequence and bilingual content-area courses, students were considered ready for transfer out of the program. The decision to mainstream was based upon the results of the CREST and LAB tests, a teacher-made examination in E.S.L., and recommendation of program staff.

Title VII funds supported the majority of administrative and support services staff. Instructional services were provided by a combination of tax levy, Chapter 720, Transition Program for Refugee Children, and P.S.E.N. monies. Although the project did not propose to develop any new materials during 1982-83, it did compile several anthologies for use in Chinese language studies classes and adapted materials for career subjects which were parallel to those used in mainstream courses. Supportive services to program students included academic and personal counseling, career orientation and information, academic evaluation, translation of school materials for parents, and home visits/phone calls to discuss attendance and behavioral problems with parents. Development activities for staff members included both in-service and outside conferences and workshops and attendance at university courses. Parents of participating students were involved through E.S.L. training classes and a series of workshops which provided information on bilingual education and career guidance, high school education in New York City, graduation requirements, and financial aid for higher education.

Students were assessed in English language fluency (New York City Oral Language Ability Scale and the Language Assessment Battery); English reading comprehension (Stanford Achievement Test); growth in their mastery of the native language (teacher-made examinations and student performance in native language courses); science, social studies,

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and business/vocational courses (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--In English language fluency, overall student improvement rates failed to meet the criteria set in the objective. This was primarily due to the inability of the lowest rated groups to meet the criterion of advancing two levels on the scale, despite the fact that many were able to improve one level. Those student groups that tended to score highest initially were unable to attain the criteria objective of advancing one level on the scale. These results may be due to the fact that the rates of expected progress from one level of the scale to another are not symmetrical.

--Program students at John Bowne demonstrated significantly higher post-test scores on the Language Assesment Battery, well beyond the targeted 0.05 level.

--In English reading, students tested with the Stanford Achievement Test made statistically significant gains well beyond the targeted .05 level of significance, indicating that post-test gains were both significant and substantial.

--In native language achievement, Newtown student in all grades and language groups made significant gains on a teacher-made instrument, well beyond the conventional .05 criterion. Newtown students' passing rates in native language studies courses surpassed the objective of a minimum 80 percent during both the fall and spring terms.

--In science, social studies, and business/vocational courses, overall passing rates exceeded 85 percent during both terms and were greater than the rates called for in the program objective. For each of the language groups served by the program, overall passing rates were greater than the 70 percent objective.

--The attendance rate of program students was significantly higher than the mean average attendance rate of the three high schools.

The following recommedations are aimed at improving the overall effectiveness of the program:

--Forming a curriculum and language policy committee to establish a language-use policy for Chinese language studies and content-area courses. In addition, assessing the testbooks, materials, and testing instruments already in use in native language classes with regard to their appropriateness for use by native language speakers;

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--Improving communication and promoting understanding of LEP students at Bryant and John Bowne High Schools through meetings between program staff and administration and faculty members at these sites. Since a new program at Bryant should begin to address the needs of Korean LEP students in 1983-84, Project CAPABLE is urged to focus its available services on those Chinese LEP students at this site as well as program students at John Bowne;

--Continuing to develop curriculum materials for use with Korean-speaking students;

--Due to the fact that program students who were initially rated on the lowest levels of the New York City Language Ability Scale were unable to advance two levels on the scale (as proposed) by the time of post-rating and that a large number were able to improve one level, it is recommended that program objectives be formulated and outcomes analyzed in terms of the initial rating of each student with reasonable expectations for student growth at each level;

--Reviewing instruments used in the content-area classes and examining their contents in relation to the stated objectives of the courses to increase the interpretability of student outcomes in these areas;

--Considering comparing the mastery rates of program students with those of students in similar mainstream subject-area classes;

--Since over 50 percent of the program students were overage for their grade, holding staff workshops focusing on special techniques for working with this population.

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PROJECT CAPABLE

A Career and Academic Program of Ancillary
Bilingual Learning Experiences
1982-1983

| | |
|---|---|
| Location: | Newtown High School<br>48-01 90th Street<br>Elmhurst, Queens |
| | John Bowne High School<br>63-25 Main Street<br>Flushing, Queens |
| | William Cullen Bryant High School<br>48th Street and 31st Avenue<br>Long Island City, Queens |
| Year of Operation: | 1983-1984 |
| Target Languages: | Chinese, Korean, Vietnamese |
| Number of Students: | Approximately 500 |
| Acting Principal of Newtown High School: | Mathew M. Mandery |
| Project Director: | Dr. Margaret T. Pan-Loo |

## I. DEMOGRAPHIC CONTEXT

Project CAPABLE (A Career and Academic Program of Ancillary Bilingual Learning Experiences) operates at three sites in the New York City borough of Queens: the primary resource site at Newtown High School in Elmhurst; William Cullen Bryant High School in Long Island City; and John Bowne High School in Flushing.

According to a conservative estimate, there are 80,000 Chinese, 50,000 Koreans, and 5,000 Vietnamese living in Queens, concentrated mainly in Elmhurst-Corona and Flushing. (Hence the informal names --

Queens' Chinatown for Elmhurst, and Seoul Plaza for portions of Flushing.) These two areas have become multi-ethnic in recent years, with whites, blacks, Hispanics, and Asians living close together.

Most of the East Asians are recent immigrants, coming from Mainland China, Taiwan, Hong Kong, and Vietnam. Many are relatively poor (95 percent of the project students qualify for free or reduced-priced school lunch). Nevertheless, the Chinese in Queens are better off financially than those living in the Chinatown area of Manhattan. There are more professionals among the former and some of the low- and middle-income families occupy one- or three-family houses and run small businesses in their neighborhoods. The area also includes a greater number of Mandarin and Fukienese speakers than Chinatown, a primarily Cantonese-speaking neighborhood.

## II. STUDENT CHARACTERISTICS

Most of the Chinese, Korean, and Vietnamese immigrant students at Newtown, Bowne, and Bryant High Schools are of limited English proficiency (LEP). In 1982-83, the project served approximately five hundred of these students. The project proposal estimates that 360 students (70 percent) have never been served directly by programs established by the Elementary and Secondary Education Act. Table 1 presents a breakdown of program students by site and native language.

TABLE 1

Number of Program Students by Site and Native Language[a]

| School | Native Language: Chinese (Mandarin) | Chinese (Cantonese) | Chinese (Other) | Korean | Vietnamese | Other Asian | Total |
|---|---|---|---|---|---|---|---|
| Newtown | 71 | 149 | 3 | 68 | 61 | 7 | 359 |
| Bowne | 50 | 10 | 0 | 42 | 0 | 0 | 102 |
| Bryant | 9 | 8 | 0 | 16 | 0 | 0 | 33 |
| TOTAL | 130 | 167 | 3 | 126 | 61 | 7 | 494 |

[a] Source: Student Information Forms submitted to the Office of Educational Evaluation.

- Most program students were enrolled at Newtown High School.
- Thirty-four percent of the program students are Cantonese speakers; 26 percent speak Mandarin.
- The third largest group represented were Korean-speaking students (25 percent).

Nearly all students in the project are recent arrivals in New York City. Some are immigrants; others are refugees. Table 2 lists the program students by country of birth and Table 3 presents the students by sex and grade.

The educational backgrounds of these students vary widely. Those from Hong Kong, Taiwan, and South Korea are usually well-prepared, especially in mathematics. Those from Mainland China and Vietnam are not as fortunate. A large number of Chinese students came from rural areas in the Four Counties in Guangdong province. Before emigrating to the United States, some had lived for a time in Hong Kong where full-time employment left little opportunity for schooling.

The students from Vietnam, the majority of whom are ethnic Chinese, are refugees who have not been to school since the fall of South Vietnam in 1975. Many languished for years in refugee camps. Unlike the wave of refugees that fled when Saigon fell, these new immigrants, sometimes called "boat people," are mainly peasants. They know no English and have little skills other than fishing or rice farming. Therefore, these students must not only learn a new language, but must also adjust to a completely different culture and society. Most are overaged, and have lost crucial years of their lives in the fight for survival.

Table 4 presents the program students by age and grade and Table 5 shows the time spent by students in the bilingual program.

TABLE 2

Number and Percent of Program Students by Country of Birth

| Country of Birth | Number | Percent |
|---|---|---|
| Korea | 127 | 26 |
| Vietnam | 117 | 24 |
| Thailand | 5 | 1 |
| Laos | 1 | less than 1 |
| Cambodia | 4 | less than 1 |
| People's Republic of China | 101 | 20 |
| Taiwan | 82 | 17 |
| Hong Kong | 52 | 11 |
| Other "Asia" | 5 | 1 |
| TOTAL | 494 | 100 |

- Twenty-six percent of the program students were born in Korea.
- The next largest group of students came from Vietnam.

TABLE 3

Number and Percent of Program Students by Sex and Grade

| Grade | Newtown M | Newtown F | Bowne M | Bowne F | Bryant M | Bryant F | Total M | Total F | Total | Percent of Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 9 | 61 | 43 | 13 | 10 | 7 | 6 | 81 | 59 | 140 | 28 |
| 10 | 75 | 51 | 18 | 21 | 4 | 13 | 97 | 85 | 182 | 37 |
| 11 | 46 | 39 | 9 | 18 | 0 | 2 | 55 | 59 | 114 | 23 |
| 12 | 22 | 22 | 9 | 4 | 0 | 0 | 31 | 26 | 57 | 12 |
| Total Number | 204 | 155 | 49 | 53 | 11 | 21 | 264 | 229 | 493 | 100 |
| Percent by Sex | 57 | 43 | 48 | 52 | 34 | 66 | 54 | 46 | | |

- Although males outnumbered females in the overall program, female students outnumbered males at Bowne and Bryant High Schools.
- Most program students were tenth graders.

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TABLE 4

Number of Students by Age and Grade

| Age | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---|---|---|---|---|---|
| 13 | 1 | 0 | 0 | 0 | 1 |
| 14 | 18 | 3 | 0 | 0 | 19 |
| 15 | 49 | 22 | 0 | 0 | 70 |
| 16 | 24 | 56 | 11 | 0 | 94 |
| 17 | 21 | 49 | 38 | 5 | 113 |
| 18 | 18 | 24 | 33 | 14 | 89 |
| 19 | 9 | 18 | 26 | 14 | 67 |
| 20 | 2 | 3 | 4 | 14 | 23 |
| 21 | 1 | 3 | 2 | 8 | 14 |
| 22 | 0 | 0 | 0 | 1 | 1 |
| TOTAL | 140 | 181 | 114 | 56 | 491 |

| Overage Students | All Program Students | | | | |
|---|---|---|---|---|---|
| Number | 75 | 97 | 65 | 37 | 274 |
| Percent | 53.6 | 53.6 | 57.0 | 66.1 | 55.8 |

John Bowne High School

| | | | | | |
|---|---|---|---|---|---|
| Number | 5 | 18 | 13 | 7 | 43 |
| Percent | 21.7 | 46.2 | 48.1 | 58.3 | 42.6 |

William Cullen Bryant High School

| | | | | | |
|---|---|---|---|---|---|
| Number | 3 | 9 | 2 | | 14 |
| Percent | 23.1 | 50.0 | 100 | | 42.4 |

Newtown High School

| | | | | | |
|---|---|---|---|---|---|
| Number | 67 | 70 | 50 | 30 | 217 |
| Percent | 64.4 | 56.5 | 58.8 | 68.2 | 60.1 |

Note. Shaded boxes indicate expected age range for grade.

•Fifty-six percent of the program students are overage for their grade.

TABLE 5

Time Spent in the Bilingual Program[a]
(As of June, 1983)

| Bilingual Program | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Totals |
|---|---|---|---|---|---|
| <1 Academic Year | 14 | 17 | 2 | 0 | 33 |
| 1 Academic Year | 100 | 81 | 18 | 2 | 201 |
| 2 Academic Years[b] | 12 | 48 | 44 | 17 | 121 |
| 3 Academic Years[b] | 1 | 13 | 35 | 13 | 62 |
| 4 Academic Years[b] | 0 | 1 | 11 | 19 | 31 |
| 5 Academic Years[b] | 0 | 0 | 1 | 0 | 1 |
| TOTALS | 127 | 160 | 111 | 51 | 449 |

[a]Rounded to the nearest year.

[b]Reflects previous participation in other bilingual program at individual sites.

- Of the students reported, 52 percent had been in the program for one year or less. Most of these students were in the ninth grade.

As seen in Table 1, there is much diversity in the native languages used by the Chinese students. The two main Chinese languages represented in the program are Cantonese and Mandarin. There are also some Fukienese and Toisanese speakers. Even though Mandarin is the national language of China, its use is not common in rural areas such as the Four Counties. In Hong Kong, Cantonese is spoken everywhere -- from the streets to the university. The majority of the Chinese students from Mainland China and Vietnam are also Cantonese speakers. Toisanese is regarded as a dialect of Cantonese, even though it is unintelligible to most speakers of standard Cantonese. Taiwan, a Fukienese-speaking area, is much more thorough in its language policy. Only Mandarin is used in schools there. Hence, students from Taiwan all speak Mandarin.

It must be emphasized that these dialects are mutually unintelligible, a fact which is of great relevance to teaching native language studies and content-area subjects.

## III. PROGRAM DESCRIPTION

### BACKGROUND

Newtown High School was the first school in New York City to establish a tax-levy bilingual program for Hispanic students. In 1978, the increasing influx of Asians led to the formation of the Queens Chinese/Korean Bilingual Language Arts Resource Center. In addition to serving Newtown High School, it provided ancillary services to students at Bryant, John Bowne, Flushing, Forest Hills, Hillcrest, and Jamaica High Schools. Funding for the Resource Center ended in the summer of 1982. The Resource Center has left a legacy of bilingual curriculum materials, as well as an experienced staff to Project CAPABLE.

### PROGRAM GOALS AND OBJECTIVES

The project's overall goal is to help students achieve proficiency in English. Specifically the project proposed the following objectives for student achievement and staff and parent training:

#### Performance Objectives

1. At the end of the term, at least 75 percent of the students will improve significantly in the New York City Language Fluency Scale and/or teacher-made tests. (Those scoring A-D will improve at least one level, while those scoring E or F will reach D at least.)

2. Target students will show a statistically significant mean reading growth at the .05 level when the results of the Stanford Achievement Test and/or the New York City Reading Test are submitted to analysis.

3. At the end of the term, it is expected that at least 80 percent of the project students will exceed the passing criterion of 65 percent in a uniform midterm examination in native language studies.

4. At the end of the term, it is expected that at least 70 percent of the project students will exceed the passing criterion of 65 percent in a uniform midterm examination in science, social studies, and career subjects.

5. When compared to all students in the individual school, program students will show a statistically significant difference between rates of attendance at the p.05 level.

## Training Objectives

The goal in program staff training is to increase significantly the number of fully-trained Chinese, Korean, and Vietnamese bilingual personnel available for needed educational and bilingual programs. Specifically at the end of the school term, at least 70 percent of the program staff will each have taken and successfully passed a college-credited course related to the program, attended at least one workshop, conference, or convention related to the program, and/or attended a program-sponsored meeting for the purpose of enhancing his/her own bilingual education awareness and skills.

## Parent Training and Activities

The goals in parent training and activities are:

1. To increase the attendance of parents of project students at activities and functions designed to inform them of their children's status and progress.

2. To increase parents' awareness of students' problems and the facilities available to them at the school and in the community.

3. To offer English as a second language (E.S.L.) classes to parents, so that they can have greater involvement with their children, the schools, and the greater community.

PROGRAM ORGANIZATION

The program operates under the administration of the principal of Newtown High School who also supervises the assistant principals for administration, guidance, and subject areas. The project director, located at the central site, administers the program, supervises the Title VII staff (see Table 7), develops training programs, and directs liaisons with the community. In general, the program is mature and well integrated with Newtown's academic life. Teachers attend meetings in their subject/discipline departments, and work under the supervision of the assistant principals responsible for these areas. In this way, they are able to ensure that bilingual curricula parallel corresponding mainstream courses and can follow up on the progress of mainstreamed program students.

In speaking with the school's acting principal, a member of the evaluation team received a straightforward assurance that he was committed to serving Chinese-, Korean-, and Vietnamese-dominant students, and supported the program's short- and long-term objectives. Should Title VII funding end, he would expect the program to continue with tax-levy funds although the scope might be somewhat reduced. He confirmed that the program's new organization, linking bilingual teachers to subject/discipline departments, had led to fuller integration of the program with the school's overall structure. He spoke of the project director as a person of particular competence who has been energetic, devoted, and enthusiastic, and who has kept up with the latest developments in bilingual instructional strategies.

In his opinion, the need for a bilingual program for LEP students

has been keenly felt by the school's administration and mainstream faculty who generally support the program. The program staff has established a cordial relationship with the larger faculty. Faculty meetings and school-wide staff development programs have been instrumental in encouraging a closer relationship between the program and the school.

FUNDING SOURCES

In addition to Title VII, Chapter 720, Transition Program for Refugee Children, basic tax levy, and P.S.E.N. funds support the project. Table 6 presents the funding sources of the instructional component at Newtown High School and Table 7 presents those of the non-instructional component.

TABLE 6

Funding of the Instructional Component at Newtown High School[a]

| Content Area | Funding Source | Number of Teachers |
|---|---|---|
| English As A Second Language | Tax Levy | 1.4 |
| | Module 5B | 5.2 |
| | P.S.E.N. | 2.0 |
| | T.P.R.C. | 0.8 |
| Native Language | | |
| Chinese | Tax Levy | 1.2 |
| Korean | Tax Levy | 0.2 |
| | Chapter 720 | 0.2 |
| Science | | |
| Chinese | Tax Levy | 1.0 |
| Korean | Tax Levy | 0.2 |
| Social Studies | | |
| Chinese | Tax Levy | 0.6 |
| Korean | Tax Levy | 0.2 |

[a]Source. High School Personnel Inventory for Bilingual/E.S.L. Programs, April 21, 1983, Division of High Schools, New York City Public Schools.

TABLE 7

Funuing of Non-Instructional Components

| | Funding Source(s) | Personnel: No. & Title(s) |
|---|---|---|
| Administration & Supervision | Title VII | 1 Project Director |
| Curriculum Development | Title VII | 1 Bilingual Chinese/Korean Resource Specialist |
| | Chapter 720 | .2 Korean Bilingual Resource Specialist |
| | Title VII | 2 Student Aides |
| Supportive Services | Title VII | 1 Bilingual Chinese/Korean Teacher Counselor/Grade Adv. |
| | Title VII | 2 Educational Assistants |
| | Chapter 720 | 1 Educational Assistant |
| | Title VII | 2 Family Assistants |
| Staff Development | Title VII | 2 Consultants for workshops<br>12 College Attendance (Training Program) |
| Parental & Community Involvement | Title VII | 4 hourly paid teachers assigned to Parent E.S.L. Training Classes City-Wide Chinese Parent's Conference School Parents (Chinese/Korean) Workshops on Educational & Vocational Guidance |
| Secretarial & Clerical Services | Title VII | 1 Bilingual Sub. Chinese Secretary Intern<br>1 Student Aide |

## STAFF CHARACTERISTICS

The bilingual program staff has an average of five years' experience in education and three years' experience in bilingual education. All except one of the bilingual teachers have master's degrees and three have bachelor's degrees. One paraprofessional has had twenty-five years' experience in education. Appendix A presents detailed characteristics of the professional and paraprofessional staffs serving the program students.

## IV. INSTRUCTIONAL COMPONENT

### PROGRAM ENTRY AND PLACEMENT

All new students are interviewed by an admission officer and/or a guidance counselor at each site. They are then evaluated by the schools' English or E.S.L. departments with the Language Assessment Battery (LAB) and a departmental test to determine reading, writing, speaking, and listening skills in English. Those scoring below the twentieth percentile on the LAB and/or judged unsatisfactory in the departmental test are interviewed by the project staff. Students with learning disabilities are separated for special placement. Students' educational records are also studied. Participants are then interviewed and tested for placement by content-area department staff. Based on this information, the project staff recommends a course of study for students.

### ENGLISH AS A SECOND LANGUAGE

English as a second language is given daily for project students in each of the schools. There are three E.S.L. levels and two levels of transitional English at Newtown (see Table 8), three levels of E.S.L. at John Bowne, and four levels of E.S.L. at Bryant. Vocabulary significant to other content areas and social activities is stressed. The project resource specialist maintains ongoing communication with E.S.L. teachers as to the content of subject-area classes and any instructional problems encountered by students in these areas.

TABLE 8

Instruction in English as a Second Language at Newtown High School[a]

| Course Title and Level | Number of Classes | | Average Class Register | | Class Periods per Week | Funding Source | Curriculum or Material in Use |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | | | |
| E.S.L. 1 | 6 | 5 | 27 | 26 | 10 | Tax Levy, MOD. 5B, Chapter 268 | Modern American English I by Dixon, A Conversation |
| E.S.L. 2 | 6 | 5 | [illegible] | 29 | 10 | Tax Levy, P.S.E.N., Chapter I | Modern American English II by Dixon |
| E.S.L. 3 | 11 | 11 | 23 | 24 | 5 | Tax Levy, P.S.E.N. | Elementary Comp. Skills 2, Journey to Fame |
| E.T.R. 3 | 9 | 8 | 30 | 30 | 5 | Tax Levy | Modern American English IV by Dixon, Real Stories |
| E.T.R. 4 | 10 | 8 | 30 | 30 | 5 | Tax Levy | Patterns of American English by Llorens Write Away |
| E.S.L. 1 (Vietnamese) | 1 | 1 | 10 | 10 | 5 | T.P.R.C. | Modern American English I, A Conversation |

[a]Classes are exclusively for program students.

## NATIVE LANGUAGE INSTRUCTION

The program provides a comprehensive curriculum of native language instruction. At Newtown, Mandarin is offered at ten (one-semester) levels: levels 1 and 2 emphasize pronunciation, introducing the Romanization system. From level 3 on, Chinese tradition, customs, contemporary history, and literature are taught. Although many students speak Cantonese or other dialects, the program's philosophy is to teach Mandarin as the national language of China. In addition, students desiring to take Regents examinations must do so in Mandarin.

Korean is offered at eight levels. In classes where students' linguistic levels vary greatly, they have been divided into smaller groups. Classes are held for five periods each week and program students attend classes with non-program students. No native language studies instruction was reported for Vietnamese-speaking students at this site. Fall and spring instruction in native language studies at Newtown High School is presented in Table 9.

Due to the small number of Chinese-speaking project students at Bryant (see Table 1), the Chinese language arts (level 3) course offered last year was not repeated in 1982-83. Bryant's Korean students, however, received native language instruction from a Chapter 720 Korean teacher from Newtown. No native language studies instruction was reported for Chinese and Korean project students at John Bowne.

### Classroom Observations

The observed Chinese language studies class at Newtown was taught by a Mandarin-speaking teacher, assisted by a Mandarin-speaking paraprofessional. The class was divided into two groups based on native language

TABLE 9

Instruction in Native Language Studies at Newtown High School

| Fall Courses | Number of Classes | Average Class Register | Funding Source | Curriculum or Material in Use |
|---|---|---|---|---|
| Chinese 1 | 2 | 27 | Title VII, Chapter 720, & Tax Levy | Speak Mandarin<br>Read Chinese I |
| Chinese 3 | 2 | 32 | " | Read about China<br>Read Chinese II |
| Chinese 5 | 1 | 37 | " | Sketch of Chinese History<br>Reading Contemp. Chi. Lit. |
| Chinese 5/7 | 1 | 27 | " | Sketch of Chinese Hist.<br>Reading Contemp. Chi. Lit. |
| Chinese 7/9 | 1 | 19 | " | Reading Select. Chi. Lit.<br>Autobio. of Chi Pai-shi<br>Immensee |
| Korean 1/3 | 1 | 27 | Title VII, Chapter 720 & Tax Levy | *Korean 1,3 |
| Korean 5/7 | 1 | 14 | " | *Korean 5,7 |
| Spring | | | | |
| Chinese 2 | 2 | 30 | Title VII, Chapter 720 & Tax Levy | Speak Mandarin<br>Read Chinese I |
| Chinese 4 | 2 | 34 | " | Read about China<br>Read Chinese II |
| Chinese 6 | 2 | 33 | " | Sketch of Chinese Hist.<br>Reading Contemp. Chi. Lit. |
| Chinese 8/10 | 1 | 12 | " | Reading Select. Chi. Lit.<br>Autobiog. of Chi Pai-shi |
| Korean 2/4 | 2 | 30 | Title VII, Chater 720 & Tax Levy | *Korean 2,4 |
| Korean 6/8 | 1 | 19 | " | *Korean 6,8 |
| Korean (Native Lang. Studies) | 1 | 18 | Chapter 720 | *Korean 1,2 |

*Korean textbook by Department of Education, Korea.

proficiency. The larger group was given several words and phrases by the teacher, and were instructed to write sentences that included these items. Various students were then asked to copy their sentences on the blackboard for correction. After this activity, students began to study an essay from an anthology compiled by the program in previous years.

During the main lesson, the paraprofessional worked with a small group of Cantonese-speaking students with low proficiency in Chinese. For the first fifteen minutes, the paraprofessional read the passage they were studying in Mandarin. The students repeated each sentence. After the reading, students did exercises.

The observer noted that several students spoke to the teacher in Cantonese and used simplified characters when they wrote on the board. When questioned about the linguistic situation in the class, the teacher responded that students had to learn Mandarin and traditional characters (despite the fact that Mainland China has been using simplified characters for thirty years) in order to take the Regents examination in Chinese.

Another example of the linguistic complexity involved in Chinese language instruction, a Chinese 8/10 class contained two students from Taiwan, five from Vietnam, two from Hong Kong, and one from Mainland China. A similar situation exists in Chinese 2 and Chinese 6 classes.

Students in the observed Korean language studies class at Newtown were able to participate effectively in classroom discussions. The text used was compiled by the Ministry of Education of the Republic of Korea, and (although it is not necessarily ideal) was effective in view of the present state of Korean materials development, and the teacher's efforts in using supplementary materials.

## BILINGUAL CONTENT-AREA INSTRUCTION

Table 10 indicates bilingual science and social studies courses offered to Chinese- and Korean-speaking project students during spring, 1983 at Newtown. All classes were held for three and one-third hours per week in the fall and five hours per week in the spring, were exclusively for program students, and used materials parallel to mainstream curriculum and appropriate to students' reading levels. Ideally, the native language was to be used 75 percent of the time at the beginning of the semester, decreasing to 25 percent at the end of the course. Paraprofessionals were available in these classes for assistance and translation.

Both Chinese and Korean students take mathematics in the mainstream since the subject makes fewer linguistic demands. According to the project director, math tutorials are set up by paraprofessionals who explain mathematical terms and concepts in the students' native languages.

As in native language instruction, the small number of Chinese-speaking students enrolled at Bryant prevented the repetition of the Chinese Global History II course offered the previous year. Some Chinese and Korean students, however, participate in the Multi-Lingual Resource Center of the social studies department. The Center has adopted an individualized approach to deal with 27 linguistic groups, and foreign students participate for one to two semesters studying basic American civilization and other courses in English. Reportedly, this Center will be funded by Project International of Nyack. In addition, two proposals for bilingual projects at Bryant have already been approved

TABLE 10

Bilingual Instruction in Subject Areas At Newtown High School

| Fall Courses | Average Register | Language(s) of Instruction |
|---|---|---|
| Gen. Science 1 (Bil. Mandarin) | 15 | 90% Chinese Mandarin |
| Gen. Science 1 (Bil. Cantonese) | 33 | 90% Chinese Cantonese |
| Biology 1 (Bil. Mandarin) | 26 | 90% Chinese Mandarin |
| Biology 1 (Bil. Cantonese) | 32 | 90% Chinese Cantonese |
| Global History 1 (Bil. Mandarin) | 27 | 90% Chinese Mandarin |
| Global History 1 (Bil. Cantonese) | 27 | 90% Chinese Cantonese |
| Global History 3 (Bil. Mandarin) | 25 | 90% Chinese Mandarin |
| Global History 3 (Bil. Cantonese) | 28 | 90% Chinese Cantonese |
| Gen. Science 1 (Bil. Korean) | 11 | 90% Korean |
| Global History 1 (Bil. Korean) | 11 | 90% Korean |
| Global History 3 (Bil. Korean) | 17 | 90% Korean |
| Spring Courses | | |
| Gen. Science 2 (Bil. Mandarin) | 25 | 90% Chinese Mandarin |
| Gen. Science 2 (Bil. Cantonese) | 25 | 90% Chinese Cantonese |
| Biology 2 (Bilingual Mandarin) | 18 | 90% Chinese Mandarin |
| Biology 2 (Bilingual Cantonese) | 34 | 90% Chinese Cantonese |
| Global History 2 (Bil. Mandarin) | 35 | 90% Chinese Mandarin |
| Global History 2 (Bil. Cantonese) | 19 | 90% Chinese Cantonese |
| Global History 3 (Bil. Mandarin) | 19 | 90% Chinese Mandarin & Cantonese |
| Gen. Science 2 (Bil. Korean) | 17 | 90% Korean |
| Global History 2 (Bil. Korean) | 16 | 90% Korean |

for 1983-84 -- one for Hispanic and one for Korean LEP students.

A Chapter 720-funded Korean teacher from Newtown was assigned to John Bowne on a full-time basis and helped project students in typing classes by translating the course manual into Korean. No other bilingual content-area instruction was offered.

Classroom Observations

A Cantonese general science class was observed at Newtown High School. The class was lively and there was much voluntary information from the students (the observer was informed that students were aware that class participation formed part of their final grade). Discussions were in Cantonese, the native language of both the teacher and students, while both English and Chinese words were written on the blackboard. Students were asked to read from a textbook in English. There was much laughter, the teacher interacted with students frequently, and the students apparently enjoyed the class.

The observed Cantonese global history class took place in a converted workshop. The lesson focused on the relationship between terrorism and revolution, with particular reference to the French Revolution. It seemed that the students were new to the subject and as a result, many needed to learn new vocabulary. As in the general science class, discussions were in Cantonese, while vocabulary and reading were in English.

The Mandarin global history class was well-organized. The class was lively and students participated actively in the discussions. Despite the fact that the text The New Exploring World has many omissions, the teacher handled the text well.

Korean global history uses the same text as the Chinese counterpart. In this text, several thousand years of Korean history appear relatively briefly. The teacher, however, used other supplementary materials to cover the course material more fully. Also, the project director is planning to compile a local edition of the Asian Bilingual Curriculum Development (A.B.C.D.) Center materials jointly with the A.B.C.D. Center for 1983-84.

TRANSITION

Upon successful completion of the E.S.L. sequence and the academic courses described above, the student is ready for transfer out of the program. The criteria for this include:

1. achieving 80 percent of the instructional objectives of the CREST test;
2. scoring above the twenty-first percentile on the LAB test;
3. passing the teacher-made examination for E.S.L. III or its equivalent; and
4. recommendation by the program.

Subsequently, the student will:

1. enter a tax-levy transitional or regular English class;
2. remain in tax-levy bilingual social studies and science classes, if the student has been in the program for less than two years, or enter tax-levy social studies and science classes for mainstream students, if the student has been in the program for two years;
3. remain in the caseload of the bilingual counselor/grade advisor.

In addition to mathematics, program students participated in mainstream courses such as art, music, and physical education. In these classes, and through their participation in the lunchroom and extracurricular activities, bilingual students are integrated with the school population.

## V. NON-INSTRUCTIONAL COMPONENT

### CURRICULUM AND MATERIALS DEVELOPMENT

In 1982-83, the project compiled several anthologies for use in Chinese language studies classes: Chinese Literature III and IV, Chinese History Stories, Exercises to Read Chinese I, Strange Stories from a Chinese Studio, Chinese Moral Tales, Read Chinese II, and Readings on Chinese Literature.

Materials were also adapted for career subjects: Accounting Vocabulary (Chinese and Korean), Hygiene Vocabulary (Chinese and Korean), and Career-Typewriter Manual (Korean). Only the last adaptation has been completed. All adaptations are parallel to textbooks used in mainstream classes, and all are at least partially in use.

### SUPPORT SERVICES

At Newtown, support services were primarily provided by the Title VII bilingual counselor/grade advisor and two family workers. Counseling was provided in all languages spoken by program students and included orientation and programming for new students; academic evaluation three times a term; orientation for graduation requirements; personal counseling; career orientation; information on colleges and universities, as well as required tests; and information on financial aid. The staff also interpreted in student-teacher and school administration communications. Home visits were also made to discuss serious problems that students were having at school or at home. Staff members would also phone parents if students were not attending school or were having behavioral problems. Additionally, school regulations and notices were translated for parents.

At Bryant, guidance and counseling services were provided by the Chapter 720 Korean teacher and a Chinese-speaking paraprofessional from Newtown. Newtown also provided a Chinese-dominant (speaking both Cantonese and Mandarin) and a Korean-dominant Title VII paraprofessional to serve the target population at John Bowne. Working closely with Bowne's guidance staff, they give help to students and parents, translate materials when necessary, and facilitate communication (and meetings) between home and school. They assist students who have health problems, and take part in cultural activities, such as advising the Korean Culture Club, and special events.

The assistant principal for guidance has been most enthusiastic about his bilingual guidance and family/community liaison work. Both paraprofessionals were given a large, adequate room to serve students. They also receive referrals from subject class teachers and occasionally tutor students in subject areas.

Appendix B presents a detailed account of the supportive services offered to all program students.

STAFF DEVELOPMENT

Staff development was an ongoing part of the project. At the beginning of each term, pre-service and in-service training conferences were held for all program staff. Five workshops on Chinese art and painting were held for interested bilingual staff and students. There were five lectures on health and hygiene and two on current youth issues for project staff.

The staff also participated in outside workshops and conferences.

These included the Fifth Annual City-Wide Chinese Bilingual Parents Conference; Chinese Heritage and Culture Week workshops; a workshop for teachers of Korean language; the Conference of the Science Council of New York City; Conference for Educators of Indo-Chinese Students in New York State; and the annual conference of the National Association for Bilingual Education. The Chinese bilingual advisor was a presenter at the Fifth Annual City-Wide Chinese Bilingual Parents Conference, talking about financial aid for college students. A Chinese bilingual teacher was a panelist in a workshop during Chinese heritage and culture week. The workshop was on education strategies: Promoting the Success of the Chinese Student. A Korean teacher participated in a discussion and informed Korean high school students and their parents about the Korean Radio Broadcasting Station in Flushing.

Twelve staff members attended university courses. This is precisely the 70 percent figure listed as the program's training objective. Appendix C presents a detailed listing of staff development activities in and outside the school.

PARENTAL INVOLVEMENT

The project aimed to increase attendance of parents of project students at school activities and functions. It also provided E.S.L. training classes. Meeting three hours each week at Newtown High School, the classes provided instruction in English as a second language and on the new environment and lifestyle.

On May 26, 1983, a series of workshops was held to provide parents with information on bilingual education and career guidance, high school

education in New York City, graduation requirements, and financial aid for higher education. Queensborough Community College of the City University of New York co-sponsored this program and invited prominent Chinese and Korean administrators and experts in many areas to speak to parents. The presenters included an attorney, physician, bilingual teacher, grade advisor, and representatives from China Cable Television, Choy and Mok Co., Inc., Time Control Systems, and Sperry Engineering. The workshops were conducted in Mandarin, Cantonese, and Korean. Eventually, the whole group divided into Chinese and Korean sessions. More intensive sessions followed.

Newtown has been quite successful in involving parents in their children's education. During site visits, an evaluator observed many hour-long discussions between parents and staff in an attempt to solve various problems confronting bilingual students.

AFFECTIVE DOMAIN

In general, students viewed the program positively. Many expressed the need for bilingual courses which allowed them to master content areas in their native languages, and to learn English at a comfortable pace. Some students said that they could seek academic help in tutorial sessions. Other program students who had been skeptical about the bilingual program said that they developed a positive view after several months of participation.

Most program students participated actively in extracurricular activities, including the Chinese cultural club, the Korean cultural club, the Oriental and Asian cultural club. The attendance rate of

program students was consistently high and no students were suspended.

During 1982-83, 29 students left the program: 13 graduated; 7 were discharged for unknown reasons; 5 were classified as truant; 2 transferred to another school; 1 returned to the native country; and 1 left school for full-time employment.

## VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and the procedures used in evaluating the attainment of the program's instructional objectives.

### ENGLISH LANGUAGE FLUENCY

English language fluency was assessed through the use of the New York City Oral Language Ability Scale (see Appendix D). Students were pre- and post-tested on both the expressive and receptive modes of the test. Ratings for the expressive scale range from "1" to "6" (high to low) and ratings for the receptive scale range from "A" to "F" (high to low).

Analyses were performed in accordance with the stated program objective that at least 75 percent of the students would improve at least one scale rating and that those at the lowest end of the scales (initially rated "F" or "6") would improve at least two levels.

Table 11 presents the data analysis for the fluency scales. In addition to the overall improvement rate for the program students as a whole, the data have been broken down by the initial rating level to pinpoint exact areas of improvement. Note that students initially rated highest on the scales ("A" or "1") were omitted from the analysis since no improvement is possible beyond this level.

Overall student improvement rates, 60.7 percent (n=438) in the receptive mode and 53.5 percent (n=437) in the expressive mode, both failed to meet the criteria set in the objective. This failure was primarily the result of the inability of the lowest rated groups ("F" and "6") to

meet the criterion of advancing two levels on the scale, despite the fact that a large number were able to improve one level. It may be that such a large initial improvement is unrealistic for this population. In addition, those student groups that tended to score highest initially ("B", "C", "3", "2") were unable to attain the criterion objective of advancing one level on the scale. This may be due to the fact that the rates of expected progress from one level of the scale to another are not symmetrical. For example, it may be expected that students who speak and understand little or no English (levels "E" or "F", levels "5" or "6") will progress one scale level within a year of instruction, but that students functioning at a relatively high level (level "B", for example) may not reach a higher level in one year. These higher levels represent degrees of fluency approaching or equalling that of a native speaker of English. It is unrealistic to expect rates of student progress at these levels to be similar to those of beginning E.S.L. students. See Section VII for recommendations concerning this instrument.

TABLE 11

Number and Percent of Students Advancing One Level or More on the Expressive and Receptive Modes on the Rating Scale of Pupil's Ability to Speak English

**Receptive Mode**

| Pre-Test Level | N | Percent Advancing at Least One Level | Actual Post-Test Level A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|---|
| F | 137 | 15.3* | | | 3 | 18 | 75 | 41 |
| E | 88 | 93.2 | | 1 | 24 | 57 | 6 | |
| D | 94 | 90.4 | | 11 | 74 | 8 | 1 | |
| C | 86 | 73.3 | 1 | 62 | 22 | 1 | | |
| B | 33 | 45.5 | 15 | 18 | | | | |
| | 438 | 60.7 | | | | | | |

**Expressive Mode**

| Pre-Test Level | N | Percent Advancing at Least One Level | Actual Post-Test Level 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|
| 6 | 154 | 3.9* | | | 2 | 4 | 116 | 32 |
| 5 | 88 | 90.9 | | | 8 | 72 | 8 | |
| 4 | 83 | 91.6 | | 5 | 71 | 5 | 2 | |
| 3 | 74 | 68.9 | | 51 | 22 | 1 | | |
| 2 | 38 | 55.3 | 21 | 17 | | | | |
| | 437 | 53.5 | | | | | | |

*Criterion percentage for these groups only is based on advancing at least two levels.

ENGLISH READING ACHIEVEMENT

Students were pre- and post-tested on the Stanford Achievement Test, Primary III Level, as a measure of English reading comprehension. In accordance with the project's stated objective of achieving a statistically significant gain on the post-test mean, the data were analyzed using the correlated t-test model. Table 12 presents the analysis for all program students (n=253) for whom pre- and post-test scores were available. Of these students, 232 attended Newtown High School and 21 attended Bryant High School.

Post-test means for the total group were found to be significantly greater ($p<.0001$), well beyond the targeted 0.05 level of significance. Further analyses were conducted by grade level and native language and for each group, post-tests were found to be significantly higher, well beyond the targeted 0.05 level.

Another index of improvement, the effect size, was computed by dividing the difference between the means by the standard deviation of the differences between pre- and post-test scores for each individual. This provides an index of improvement in standard deviation units and a change of 0.5 s.d. or larger is generally considered to be meaningful.

As illustrated in Table 12, effect size for the total group (1.41) and for the various sub-populations were all well above 1.00 indicating that the post-test gains were both significant and substantial.

The same analysis was conducted on data supplied for students (n=39) attending Bowne High School who were pre- and post-tested on the Language Assessment Battery (LAB). As Table 13 indicates, post-test scores were

significantly higher ($p<.001$) than pre-test scores, well beyond the targeted 0.05 level. Effect size (1.01) indicated that the improvement was substantial. Information is provided for performance by grade. However, because of the small "n" in each group, one must be very conservative in interpreting the results.

TABLE 12

English Reading Achievement at Newtown and Bryant High Schools

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement with Full Instructional Treatment on the Stanford Achievement Test, Primary III Level, by Grade

| | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| 9 | 86 | 42.07 | 17.79 | 56.05 | 22.32 | 13.98 | .902 | 13.07 | p<.0001 | 1.39 |
| 10 | 94 | 50.68 | 20.50 | 66.62 | 22.75 | 15.94 | .856 | 13.09 | p<.0001 | 1.35 |
| 11 | 60 | 65.92 | 22.49 | 78.93 | 21.55 | 13.01 | .946 | 13.77 | p<.0001 | 1.78 |
| 12 | 13 | 81.00 | 16.41 | 93.46 | 17.34 | 12.46 | .802 | 4.22 | p<.005 | 1.17 |
| TOTAL | 253 | 52.93 | 22.71 | 67.32 | 24.35 | 14.39 | .908 | 22.44 | p<.0001 | 1.41 |
| For Each Native Language Group: | | | | | | | | | | |
| | | | | | Chinese | | | | | |
| | 163 | 53.94 | 22.47 | 68.23 | 23.1 | 14.29 | .913 | 19.12 | p<.0001 | 1.49 |
| | | | | | Vietnamese | | | | | |
| | 42 | 42.76 | 17.59 | 60.89 | 26.36 | 17.93 | .907 | 9.09 | p<.001 | 1.40 |
| | | | | | Korean | | | | | |
| | 41 | 62.49 | 23.90 | 74.34 | 24.7 | 11.85 | .923 | 7.94 | p<.001 | 1.24 |

TABLE 13

English Reading Achievement at John Bowne High School

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement with Full Instructional Treatment on Language Assessment Battery (English)

| | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| 9 | 7 | 44.29 | 24.64 | 54.43 | 21.87 | 10.14 | .929 | 2.93 | p<.013 | 1.11 |
| 10 | 16 | 54.75 | 18.90 | 67.31 | 18.02 | 12.56 | .735 | 3.73 | p<.005 | 0.93 |
| 11 | 16 | 64.19 | 24.95 | 75.00 | 18.62 | 10.81 | .926 | 4.27 | p<.005 | 1.07 |
| TOTAL | 39 | 56.74 | 22.96 | 68.15 | 19.88 | 11.41 | .872 | 6.34 | p<.001 | 1.01 |

## STUDENT ACHIEVEMENT IN NATIVE LANGUAGE

Two sets of data were provided for evaluating student achievement in the native language: pre- and post-test scores on teacher-made examinations, and student performance in native language courses. Data were analyzed for 235 Newtown students for whom pre- and post-test scores on a teacher-made instrument were available. The post-test mean (Table 14) was significantly greater ($p<.0001$) than the pre-test mean, well beyond the conventional 0.05 criterion. Further analysis reveals that gains were significant across all grades and native languages. The overall effect size of 0.72 indicates moderate improvement on the part of program students.

In accordance with objective 5 (page 10), passing rates (Table 15) were computed for students in native language courses in both fall and spring for students attending Newtown High School. Students' passing rates in native language studies courses ranged from 90.4 to 98.5 percent in the fall term, and from 87.5 percent to 100 percent for the spring term, all surpassing the objective of a minimum 80 percent passing rate.

TABLE 14

Native Language Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on a Teacher-Made Instrument, by Grade

| | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| 9 | 77 | 83.09 | 14.15 | 89.82 | 11.77 | 6.73 | .883 | 8.83 | p<.001 | 1.00 |
| 10 | 81 | 87.54 | 14.01 | 90.86 | 12.39 | 3.32 | .9 | 4.90 | p<.001 | 0.539 |
| 11 | 63 | 88.62 | 13.36 | 93.62 | 8.78 | 5.00 | .864 | 5.46 | p<.001 | 0.687 |
| 12 | 14 | 96.43 | 3.23 | 98.36 | 1.55 | 1.93 | .782 | 3.23 | p<.004 | 0.597 |
| TOTAL | 235 | 86.90 | 13.83 | 91.70 | 11.09 | 4.80 | .881 | 11.10 | p<.0001 | 0.72 |
| For Each Native Language Group: | | | | | | | | | | |
| | | | | | Chinese | | | | | |
| | 153 | 89.51 | 12.55 | 94.18 | 9.225 | 4.67 | .800 | 7.62 | p<.001 | 0.616 |
| | | | | | Vietnamese | | | | | |
| | 43 | 72.54 | 14.27 | 78.88 | 12.45 | 6.35 | .931 | 7.89 | p<.001 | 1.20 |
| | | | | | Korean | | | | | |
| | 35 | 93.09 | 4.59 | 96.46 | 3.44 | 3.37 | .895 | 9.25 | p<.001 | 1.56 |

TABLE 15

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % Passing | N | % Passing | N | % Passing | N | % Passing | N | % Passing |
| Fall | 52 | 90.4 | 68 | 98.5 | 59 | 96.6 | 12 | 91.7 | 191 | 94.8 |
| Spring | 66 | 90.9 | 83 | 96.4 | 64 | 87.5 | 13 | 100.0 | 226 | 92.5 |

## STUDENT ACHIEVEMENT IN SCIENCE, SOCIAL STUDIES, AND CAREER CLASSES

Consistant with objective 4 (page 11), Tables 16 and 17 present the percentage of program students who received passing grades in science, social studies, and business/vocational courses. Tables 16 and 17 present the data reported for the fall and spring semesters for students at Newtown High School (except where indicated). The criterion objective for all course content areas was a minimum 70 percent passing rate. The overall passing rates for students in science classes (including general science and biology) were 85.5 percent in the fall and 90.4 percent in the spring. In social studies courses (including world geography/culture, world/global history, and American studies/culture), the overall passing rates were 88 percent in the fall and 87.5 percent in the spring. The overall passing rates for students in business/vocational classes in the spring were 95.5 percent for Newtown students and 100 percent for Bowne students. Thus, overall passing rates were greater than that called for in the program objective.

Additional data is provided in Tables 16 and 17 illustrating performance for the different native language groups in the course areas. For each of the languages served by the program, overall passing rates were greater than the 70 percent objective. Small differences existed within groups, such that, ninth-grade Korean-speaking students in social studies (in both fall and spring) and ninth-grade Vietnamese students in science course (spring only) attained passing rates of 66.7 percent, just slightly below the criterion. However it should be noted that these groups were very small, so that the resulting percentages should be conservatively interpreted.

TABLE 16

Number of Program Students* Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Students (Fall)

| Course | Grade 9 N | Grade 9 % Passing | Grade 10 N | Grade 10 % Passing | Grade 11 N | Grade 11 % Passing | Grade 12 N | Grade 12 % Passing | Total N | Total % Passing |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | | | | | | | | | | |
| Science | 46 | 82.6 | 63 | 87.3 | 1 | 100.0 | | | 110 | 85.5 |
| Social Studies | 38 | 86.8 | 55 | 89.1 | 6 | 83.3 | 1 | 100.0 | 100 | 88.0 |
| **Chinese Students** | | | | | | | | | | |
| Science | 34 | 82.4 | 37 | 91.9 | | | | | 71 | 87.3 |
| Social Studies | 27 | 92.6 | 26 | 100.0 | | | | | 53 | 96.2 |
| **Korean Students** | | | | | | | | | | |
| Science | 5 | 80.0 | 8 | 87.5 | 1 | 100.0 | | | 14 | 85.7 |
| Social Studies | 6 | 66.7 | 13 | 76.9 | 6 | 83.3 | 1 | 100.0 | 26 | 76.9 |
| **Vietnamese Students** | | | | | | | | | | |
| Science | 5 | 80.0 | 17 | 76.5 | | | | | 22 | 77.3 |
| Social Studies | 4 | 75.0 | 14 | 78.6 | | | | | 18 | 77.8 |

*All reported students attended Newtown High School.

TABLE 17

Number of Program Students* Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Students (Spring)

| Course | Grade 9 N | Grade 9 % Passing | Grade 10 N | Grade 10 % Passing | Grade 11 N | Grade 11 % Passing | Grade 12 N | Grade 12 % Passing | Total N | Total % Passing |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | | | | | | | | | | |
| Science | 54 | 87.0 | 71 | 93.0 | | | | | 125 | 90.4 |
| Social Studies | 48 | 87.5 | 40 | 87.5 | | | | | 88 | 87.5 |
| Business/Vocational | 18 | 94.4 | 4 | 100.0 | | | | | 22 | 95.5 |
| Business/Vocational** | 1 | 100.0 | 12 | 100.0 | 11 | 100.0 | 1 | 100.0 | 25 | 100.0 |
| **Chinese Students** | | | | | | | | | | |
| Science | 36 | 91.7 | 47 | 93.6 | | | | | 83 | 92.8 |
| Social Studies | 33 | 90.9 | 18 | 94.4 | | | | | 51 | 92.2 |
| Business/Vocational | 14 | 92.9 | 4 | 100.0 | | | | | 18 | 94.4 |
| **Korean Students** | | | | | | | | | | |
| Science | 7 | 85.7 | 12 | 100.0 | | | | | 19 | 94.7 |
| Social Studies | 6 | 66.7 | 11 | 81.8 | | | | | 17 | 76.5 |
| Business/Vocational** | 1 | 100.0 | 12 | 100.0 | 11 | 100.0 | 1 | 100.0 | 25 | 100.0 |
| **Vietnamese Students** | | | | | | | | | | |
| Science | 9 | 66.7 | 11 | 81.8 | | | | | 20 | 75.0 |
| Social Studies | 7 | 85.7 | 10 | 80.0 | | | | | 17 | 82.4 |
| Business/Vocational | 4 | 100.0 | | | | | | | 4 | 100.0 |

*Unless otherwise indicated, students attended Newtown High School.

**Attended Bowne High School.

## STUDENT ATTENDANCE

The average total attendance rate of program students (n=450) was compared to the average attendance of the three high schools involved in the program.

To evaluate the objective that program students would have a significantly higher rate of attendance, the *z*-test was employed to examine the difference in the attendance rates. An obtained *z* value that reaches statistical significance indicates that the program attendance rate is not a representative sample of the school population, that is, they are significantly different.

Table 18 provides the breakdown of program students' attendance rate by grade. The total attendance rate of 95.04 percent for program students was significantly higher than the mean average attendance rate of the three high schools (84.63 percent).

TABLE 18

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the Schools

| Grade | Number of Students | Mean Percentage | Standard Deviation |
|---|---|---|---|
| 9 | 127 | 95.15 | 7.12 |
| 10 | 160 | 95.22 | 9.58 |
| 11 | 107 | 95.22 | 7.22 |
| 12 | 56 | 93.91 | 5.81 |
| TOTAL | 450 | 95.04 | 7.96 |

Average School-Wide Attendance Percentage: 84.63

Percentage Difference = 10.41 z = 6.12 p = less than .0001

## VII. CONCLUSIONS AND RECOMMENDATIONS

In summary, it may be concluded that the project has made notable achievements in attaining its stated goals and has substantially met its objectives for its first year of operation.

Program students tested at all three sites with either the Stanford Achievement Test or the Language Assessment Battery demonstrated significant growth in English language ability. Students also made significant gains in native language achievement. Overall passing rates in science, social studies, and business and vocational courses exceeded 85 percent in both semesters. Finally, the attendance rate of program students was significantly higher than the mean average attendance rate of the three high schools.

Newtown High School is committed to the Title VII program and has institutionalized its components. Staff members work as a team and cooperate fully with each other. Resource specialists were able to coordinate and reinforce curriculum effectively through the new coordinating network of bilingual content teachers attending their subject department meetings. Finally, a significant number of staff members have taken courses in institutions of higher education for professional advancement, in addition to participating in city-wide or state-wide conferences and workshops.

The following recommendations are offered to improve program operations.

1. It is the policy of the program to offer Chinese-speaking students of all dialect backgrounds instruction in Mandarin to enable them to successfully complete Regents examinations in that language. It might

be useful for future program planning to collect information on the performance of program students on the Regents examination, to determine whether the test (which is designed for students learning Chinese as a foreign language) is apporpriate for native speakers and speakers of other dialects.

2. Although the program proposed to provide only ancillary educational services to Bryant and John Bowne High Schools, the demonstrated needs of these Chinese- and Korean-speaking students are much greater. During the program's first year, students at Bryant received only native language instruction in Korean, and individualized social studies instruction through the Multi-Lingual Resource Center. John Bowne students received no formal native language instruction and only the Korean students were served in a limited way in typing classes.

Although this situation is beyond the scope of the program, the staff might consider meeting with administration and faculty members to improve communication and promote understanding of LEP students at these two sites. A new program at Bryant will hopefully begin to address the needs of Korean LEP students in 1983-84. Project CAPABLE is therefore urged to focus its available services on the remaining Chinese LEP students at this site as well as program students at John Bowne.

3. Continuing efforts are needed in developing appropriate curriculum materials for use with Korean-speaking students.

4. Program students who were initially rated on the lowest levels of the New York City Oral Language Ability Scale were unable to advance two levels on the scale (as proposed) by the time of post-rating. A

large number, however, were able to improve one level, which appears to be a more realistic expectation for this population. It is recommended then, that program objectives be formulated and outcomes analyzed in terms of the initial rating of each student with reasonable expectations for student growth at each level.

5. In order to increase the interpretability of outcomes in the content areas, the program might consider reviewing the instruments used and examining their contents in relation to the stated objectives of the courses.

6. If mainstream classes are similar in content and objectives, the program might consider comparing bilingual program students' mastery rates with those of students in similar mainstream subject-area classes.

7. Since over 50 percent of the program students are overage for their grade, the program might consider holding staff workshops which focus on special techniques for working with this population.

# VIII. APPENDICES

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APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

| Function(s) | % Time for each Function | Date Appt. to Each Function | Education (Degrees) | Certification | License(s) | Total Yrs. Experience in Education | Years Experience Bilingual | Years Experience E.S.L. |
|---|---|---|---|---|---|---|---|---|
| Resource Specialist | 1.00 | Spr.'83 | B.A. Asian Studies Chinese Language | NYC | Chinese, DHS | 10 yrs. | 1 yr. | 4 yrs. |
| Teacher Counselor/ Grade Advisor | 1.00 | Fall'82 | B.A. Chemistry | NYC | Bil. Chemistry & Gen. Sci., DHS | 1 yr. | 1 yr. | 1 yr. |
| Bilingual Teacher (Korean) | 1.00 | Spr.'79 | B.A. Political Science M.A. Christian Education | NYC NYS | Social Studies DHS | 8 yrs. | 4 yrs. | 1 yr. |
| Bilingual Teacher (Chinese) | 1.00 | Spr.'81 | B.A. Microbiology | NYC | Bilingual Science | 9 yrs. | 3 yrs. | none |
| Bilingual Teacher Social Studies (Chinese) | 1.00 | Fall'79 | B.A. Chinese Literature M.A. Asian Studies | NYC | Bilingual Social Studies | 4 yrs. | 3 yrs. | 2 yrs. |
| Bilingual Teacher Social Studies (Chinese) | 1.00 | Fall'80 | B.A. Social Studies M.A. Secondary Ed. | NYC | Bilingual Social Studies | 5 yrs. | 7 yrs. | 1 yr. |
| Bilingual Teacher Social Studies (Korean) | 1.00 | Fall'80 | B.A. English Language M.A. Social Studies | NYC | Bilingual Social Studies | | 4 yrs. | none |
| DC 37 Family Asst. | 1.00 | Fall'78 | B.S. Candidate | NYC | none | 4 yrs. | 4 yrs. | none |
| DC 37 Family Asst. | 1.00 | Spr.'83 | B.A. candidate | NYC | none | 1/2 yr. | 1/2 yr. | none |
| DC 37 Family Asst. | 1.00 | Spr.'82 | B.S. Engineering | NYC | none | 1 yr. | 1 yr. | none |

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APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs (continued)

| Function(s) | % Time for each Function | Date Appt. to Each Function | Education (Degrees) | Certification | License(s) | Total Yrs. Experience in Education | Years Experience Bilingual | Years Experience E.S.L. |
|---|---|---|---|---|---|---|---|---|
| UFT Educational Assistant | 1.00 | Fall'79 | B.S. Biology | NYC | none | 3 yrs. | 3 yrs. | none |
| UFT Educational Assistant | .50 | Spr.'83 | B.A. candidate | NYC | none | 2 yrs. | 2 yrs. | none |
| UFT Educational Assistant | 1.00 | Spr.'80 | B.A. English M.A. E.S.L. | NYC | none | 25 yrs. | 4 yrs. | 20 yrs. |
| UFT Educational Assitant | .50 | Spr.'83 | B.S. candidate | NYC | none | 1 yr. | 1 yr. | none |
| UFT Educational Assistant | 1.00 | Fall'82 | B.S. Physics | NYC | none | 1 yr. | 1 yr. | none |
| Secretary | 1.00 | Fall'82 | B.A. candidate | NYC | none | 1 1/2 yrs. | 1 1/2 yrs. | none |
| UFT Educational Assistant | 1.00 | Spr.'83 | M.A. Education | | none | 2 yrs. | 2 yrs. | none |

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APPENDIX B

Support Services Offered to Program Students (fall and spring)

| TYPE OF SERVICE | DESCRIPTION | STAFF PERSON(S) RESPONSIBLE | FREQUENCY OF SERVICE OFFERED | LANGUAGE IN WHICH SERVICE IS OFFERED |
|---|---|---|---|---|
| COUNSELING | | | | |
| ACADEMIC | New student orientation | | Beginning of term & as needed | |
| | New student programming | | 1/term | |
| | Academic evaluation | | 3/term | |
| | Graduation requirement orient. | | 1/term | |
| PERSONAL | Learning progress | Lee Wang | 2/term & as needed (Wk) | Chinese (Mandarin) |
| | Attendance evaluation | Yoon K. Kim | As many as needed | Korean |
| | Classroom or personal problem | Kenneth Wong | As many as needed | Chinese (Cantonese) |
| CAREER ORIENTATION | Different occupations & prep. | Cuong Q. Tang | 1/term | Vietnamese |
| COLLEGE ADVISEMENT | Info. on college & universities different careers | Chun-Liang Chou | 1/term | Chinese (Mandarin) |
| | Required tests | | 1/term | |
| | Financial aid information | | 1/term | |
| INDIVIDUAL | Learning difficulties | | As many as needed | |
| | Personal problems | | As many as needed | |
| GROUP | Inform students of new events, new regulations, etc. | | 1/term & as needed | |
| | LAB testing, standard tests | | 1/term | |
| REFERRALS | | | | |
| IN-SCHOOL | Translation - between students and all the school teachers and administrators. | Lee Wang<br>Yoon K. Kim<br>Kenneth Wong<br>Cuong Q. Tang | As needed/everyday on average | Chinese (Mandarin)<br>(Cantonese)<br>Korean<br>Vietnamese |
| OUT-OF-SCHOOL | Communication, translation, evaluation | | As many as needed | |
| | Scoring and translating C.W. & Regents Exams from other H.S. | HeSun Kim<br>Mary S. Terardo | | |

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APPENDIX B (CONTINUED)

Support Services Offered to Program Students (fall and spring)

| TYPE OF SERVICE | DESCRIPTION | STAFF PERSON(S) RESPONSIBLE | FREQUENCY OF SERVICE OFFERED | LANGUAGE IN WHICH SERVICE IS OFFERED |
|---|---|---|---|---|
| FAMILY CONTACTS | | | | |
| HOME VISITS, TELEPHONE, MAIL | Discuss serious problems of students at school or home | Kenneth Wong<br>Cuong Tang<br>Yoon K. Kim | As many as needed | Chinese (Mandarin)<br>(Cantonese) |
| | Student's academic attendance on behavorial problems at school | Lee Wang<br>Chun-Liang Chou<br>CK Lee | | Korean |
| | Translated school regulations activities, parent consent letter for tutoring | Albert Nieh<br>Lily Cheng<br>Alice Tu | As many as needed<br>(At least 1/day) | Vietnamese |
| | Invitation letters for Parent Conference | Wei Ming Chiang | As many as needed | English |
| PROGRAM ACTIVITIES | Teacher's aide in & outside classroom, translation, explanation, & assistance. | All bilingual teachers | 2 periods/wk. on each | |
| SCHOOL ACTIVITIES | Tutorial services in subjects incl. E.S.L. & others.<br>Open School | All bilingual teachers | 1/term | |
| PARENT EDUCATION AND TRAINING | | | | |
| CLASSES | Parent training program, E.S.L. new environment, & new life style. | Dr. M.T. Pan-Loo<br>Peter Leung<br>Robert Weick<br>Lee Wang | 3 hrs/wk | English (80%)<br>Chinese (20%) |
| WORKSHOPS | Different occupations<br>High school education in NYC & graduation requirements.<br>Finanical aid-for higher ed. | Hesun Kim<br>Kenneth Wong<br>Kawai Fong<br>All staff members | 1/term | Chinese, Korean |
| OTHER: (Specify) | Chinese Culture Club | Kenneth Wong | 1 hr/wk. | English, Chinese |
| | Korean Culture Club | Yoon K. Kim | 2 hr/wk. | English, Korean |
| | Asian Culture Club | Kenneth Wong | 1 hr/wk. | English |
| | Botany Club | David Lam | | English, Chinese |
| | Chess Club | Kenneth Wong | 1 hr/wk. | English |

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APPENDIX C

Staff Development Activities in School

| Strategy | Description | No. and Title of Staff Attending | Speaker or Presenter | Frequency |
|---|---|---|---|---|
| IN-SERVICE | Pre-service & in-service training conference | Individually and with all program staff members | Project director | Beginning of the term |
| DEPARTMENT MEETINGS | Faculty conference | all staff members (Newtown) | School principal | 1/month |
| | Foreign language department meeting | 1 Chinese bil. teacher<br>1 Korean bil. teacher | Department head | 1/month |
| | Social science department meeting | 1 Chinese bil. teacher | Department head | 1/month |
| | Science department meeting | 1 Chinese bil. teacher | Department Head | 1/month |
| WORKSHOPS | Chinese Art and Painting | all bil. staff & students | Dr. Shan-Hong Shen | 5 sessions |
| OTHER | Health & hygiene | all staff members | Dr. Thomas Yuan | 5 sessions |
| | Current issues on youth matters | all staff members | Mrs. Han Yung Lee | 2 sessions |

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APPENDIX C (CONTINUED)

Staff Development Activities Outside School

| Strategy | Description(s), Goals, or Titles | Sponsor/Location | Speaker or presenter | No. and Titles of Staff Attending |
|---|---|---|---|---|
| WORKSHOPS HELD OUTSIDE SCHOOL | Financial Aid for College Ed. | Fifth Annual City-Wide Chi. Bil. Parents Conf. | Presenter | 1 Chinese Bil. Advisor |
| | Discussion & Advice for Korean H.S. Students and Parents | Korean Radio Broadcasting Station, Flushing | Speaker | 1 Korean Bil. Teacher |
| | Educational Strategies: Promo. the success of Chinese Student | Chinese Heritage & Culture Wk. Wd. Trade Ctn. Man. | Presenter | 1 Chinese Bil. Teacher |
| | Teacher of Korean Language overseas | Ministry of Education of Korea | | 1 Korean Bil. Teacher |
| CONFERENCES AND SYMPOSIA | 5th C-W Chinese Bil. Parents Conference | Bureau of Bil. Education N.Y.S. Ed. Dept./P.S. 124 | | 1 Director, 2 Teachers, 1 Advisor, 1 Secretary |
| | Science Council of New York City Conference | | | 1 Chinese Bil. Teacher |
| | Cont. for Ed. of Indochinese Students in NYS | N.Y.S. Bureau of Bilingual Education/Buffalo, N.Y. | | 1 Project Director |
| | Internat'l Bil. Bicultural Education Conference | NABE/ Washington D.C. | | 1 Tcher. Counselor<br>1 Project Director |
| OTHER | Moderator of Wkshop on Parents Rts. and Responsibilities | 5th Annual C-W Chinese Bil. Parents Conference | | 1 Chinese Bil Teacher |
| | Borough Science Fair | | | 1 Chinese Bil Teacher<br>1 Korean Tcher. 25 Students |
| | Committee member of 5th Annual Parent Conference (Chinese) | | 1 Presenter<br>1 Moderator | 1 Director<br>1 Teacher Counselor |
| | Committee member of 4th East Coast Asian Am. Ed. Conference | | 2 Moderator | 1 Director<br>1 Bil. Teacher |
| | Korean Parade | Korean Community Assoc. Manhattan | | 1 Korean Bil. Teacher<br>1 Korean Para |
| | Korean Ed. & Occupational Guidance Workshop | Queensboro C.C., John Bowne, Forest Hills H.S. | 1 Presenter | 1 Korean Bil. Teacher |
| | Title VII-Managers/Evaluators Conference | Bureau of Bil. Education N.Y.S. Ed. Depart. | | 1 Project Director |

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APPENDIX C (CONTINUED)

University Courses Attended by Staff

| Staff | Institution | Courses | Frequency |
|---|---|---|---|
| PROFESSIONAL | New York University | Administration | Summer, '83 |
| | New York City--B.O.E. Service | Human Relations | Spring, '83 |
| | Long Island University | Vertebrate Regeneration<br>Science Teaching in Secondary Ed. | Spring, '83 |
| | CUNY | Education | Summer, '83 |
| | Hunter College | Counseling | Spring, '83 |
| | Pace University | Accounting<br>Chinese Literature | Spring, '83 |
| | Hunter College | E.S.L. - Education | Fall, '83 |
| PARAPROFESSIONAL | Queensboro Community College | Electrical Circuit | Spring, '83 |
| | Queensboro Community College | Data Processing | Spring, '83 |
| | New York Institute of Technology | Operating systems<br>Statistics | Spring, '83 |
| | Kingsborough Community College | Accounting<br>Data processing | Spring, '83 |
| | Queens College | Education | Spring, '83 |

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Appendix D

New York City Public Schools
110 Livingston Street
Brooklyn, N.Y. 11201

LANGUAGE FLUENCY RATING SCALES:

SCALE A - For Rating Pupil's Ability to Speak English

Directions: Circle for each pupil the letter A, B, C, D, E, F, or G corresponding to his estimated ability to speak English in the classroom, defined as follows:

A. Speaks English, for his age level, like a native-with no foreign accent or hesitance due to interference of a foreign language.
B. Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of likeage level. Does not hesitate because he must search for English words and language forms.
C. Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translations of words and expressions from the foreign language into English and therefor speaks hesitantly upon occasion.
D. Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.
E. Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.
F. Speaks no English.
G. Child has been in class less than one week, and cannot be accurately rated at this time.

SCALE B - For Rating pupil's Ability to Understand Spoken English

Directions: Circle for each pupil the number 1,2,3,4,5,6, or 7 corresponding to his estimated ability to understand spoken English in the Classroom, defined as follows:

1. Understand with ease and without conscious effort the spoken English of the classroom, typical for native English-speaking children of like age and grade level. Requires, on the part of the speaker, no slowing of pace, simplication of vocabulary, over-precise enunciation, repetition or illustration.
2. Understands spoken English with ease and without conscious effort in most situations, but occasionally must be helped to understand by repetition, illustration, or translation.
3. Understands English in connected sentences as well as in single words - or phrase However, must occasionally make a conscious effort to decipher and translate.
4. Understands phrases and simple connected discourse in English only if he has time consciously to decipher and if the speaker slows his pace and simplifies vocabula
5. Understands a few expressions and words which are repeated recurrently in stereotyped situations. Does not follow connected discourse in English.
6. Understands no spoken English.
7. Child has been in class less than one week and cannot be accurately rated at this time.